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|---|---|---|
| **מדינת ישראל** | סוג הבחינה: | א. בגרות לבתי ספר על־יסודיים |
| משרד החינוך | | ב. בגרות לנבחני משנה |
| | | ג. בגרות לנבחנים אקסטרניים |
| | מועד הבחינה: | קיץ תשע"ג, **מועד ב,** 2013 |
| | מספר השאלון: | 016104, 403 |

# א נ ג ל י ת

## שאלון ג'

### (MODULE C)

## גֶרסה ב'

## הוראות לנבחן

א. <u>משך הבחינה:</u> שעה ורבע

ב. <u>מבנה השאלון ומפתח ההערכה:</u> בשאלון זה פרק אחד: הבנת הנקרא — 100 נקודות

ג. <u>חומר עזר מותר בשימוש:</u> אחד מבין המילונים האלה:

— מילון אנגלי-אנגלי-עברי

<u>או</u>

— מילון אנגלי-עברי-עברי-אנגלי

— قاموس إنجليزي – إنجليزي – عربي
(מילון אנגלי-אנגלי-ערבי)

<u>או</u>

— قاموس إنجليزي – عربي / عربي – إنجليزي
(מילון אנגלי-ערבי / ערבי-אנגלי )

נבחן "עולה חדש" רשאי להשתמש <u>גם</u> במילון דו־לשוני: אנגלי-שפת־אמו / שפת־אמו-אנגלי.

ד. <u>הוראות מיוחדות:</u>
(1) עליך לכתוב את <u>כל</u> תשובותיך בגוף השאלון (במקומות המיועדים לכך).
(2) כתוב את כל תשובותיך <u>באנגלית</u> ובעט <u>בלבד</u>. <u>אסור</u> להשתמש בטיפקס.
(3) בתום הבחינה החזר את השאלון למשגיח.

<u>הערה:</u> קישורית לדוגמאות תשובה לשאלון זה תתפרסם בדף הראשי של אתר משרד החינוך.

**ההנחיות בשאלון זה מנוסחות בלשון זכר ומכוונות לנבחנות ולנבחנים כאחד.**

## בהצלחה!

המשך בעמוד הבא

## ACCESS TO INFORMATION FROM WRITTEN TEXTS (100 points)

**فهم المقروء** (100 درجة)        הבנת הנקרא (100 נקודות)

اقرأ القطعة التي أمامك، وأجب عن الأسئلة 1-9.        קרא את הקטע שלפניך, וענה על השאלות 1-9.

Read the article below and then answer questions 1-9.

### WHO DO WE TRUST?

by Sara Parker

How do we decide if we can trust someone? Many people believe that certain kinds of body movements, such as moving around in a chair, make us feel that a person can't be trusted. Researchers from Cornell University recently completed an unusual experiment. They wanted to find out if there is a connection between these body

5   movements and feelings of trust.

In the first part of the experiment the researchers filmed short conversations between pairs of students. After the conversations the students told the researchers whether or not they felt they could trust the other student. When the researchers watched the films, they discovered that the students who felt distrust saw their partners make

10   four body movements: leaning backwards, crossing their arms, moving their hands, and touching their faces. From this part of the experiment the researchers came to a significant conclusion. "Each of these movements, separately, didn't mean anything," said Dr. Richard Jackson, a Cornell researcher. "But when a student made all four of them, his partner felt he wasn't trustworthy."

15   In the second part of the experiment the researchers filmed other students having a conversation with a friendly-faced, talking robot. When half of the students talked to the robot, the robot made only one or two of the movements of distrust. However, when the other half of the students talked to the same robot, it made all four movements of distrust. After the conversations only students who were in the second group reported

20   that the robot did not seem trustworthy.

Dr. Jackson said, "The results of the experiment were unexpected. They show that our brains react in the same way to body movements, whether they are made by a person or by a robot." The results also explain why we're sometimes quick to trust or distrust a person we have just met.

25   In addition, the researchers claim that the results could have an influence on many aspects of our lives. For example, employers may be able to hire more trustworthy people for work places. Now Dr. Jackson is planning to develop a computer identification program based on body movements. This could help police identify suspicious people in public places like airports.

| أجب بالإنجليزية عن الأسئلة 1-9، حسب القطعة. | ענה ב<u>אנגלית</u> על השאלות 1-9, על פי הקטע. |
|---|---|
| في الأسئلة 1 وَ 2 وَ 6 وَ 7 ، ضع دائرة حول رقم الإجابة الصحيحة. | בשאלות 1, 2, 6 ו-7, הקף במעגל את התשובה הנכונה. |
| في الأسئلة الباقية، أجب حسب التعليمات. | בשאר השאלות ענה לפי ההוראות. |
| ( 100 درجة ) | (100 נקודות) |

Answer questions **1-9** in <u>English</u> according to the article. In questions **1, 2, 6** and **7**, circle the number of the correct answer. In the other questions, follow the instructions.

1.     What information is given about the experiment in lines 1-5?

    i)     What the results of the experiment were.

    ii)     Why people decided to be in the experiment.

    iii)     Why the experiment was done.

    iv)     How many people were in the experiment.

                                                (9 points)

2.     Why did researchers ask pairs of students to have a conversation? (lines 6-14)

    i)     To help them get to know each other.

    ii)     To learn what students talk about.

    iii)     To report what their conversations were about.

    iv)     To find out which movements caused distrust.

                                                (9 points)

3.  How did the researchers get the information they needed from the students'
    conversations? Give the <u>TWO</u> answers in lines 6-14.

    COMPLETE THE SENTENCES.

    (1)  The researchers ........................................................................ .

    (2)  The researchers ........................................................................ .

    (9×2=18 points)

4.  According to lines 6-14, what is the most important finding in the first part
    of the experiment?

    ANSWER: ............................................................................................

    ............................................................................................ .

    (9 points)

5.  How was the second part of the experiment different from the first part?
    Give <u>ONE</u> answer.   (lines 6-20)

    ANSWER: ........................................................................................ .

    (9 points)

6.  The two parts of the experiment had the same results. This shows us that (–).
    (lines 6-24)

    i)    the researchers are not trustworthy

    ii)   the movements influenced the students and not who made them

    iii)  the results of this experiment are not significant

    iv)   most students do not trust robots

    (9 points)

7.  What else can we learn from the experiment? (lines 21-24)

    i)    How we are different from robots.

    ii)   How to choose a work place.

    iii)  Why we may distrust someone we don't know well.

    iv)   Why people trust robots.

    (9 points)

8.  How are the results of the experiment influencing Dr. Jackson's work?

    (lines 25-29)

    ANSWER: ...................................................................................................................

    .............................................................................................................. .

    (10 points)

9.  PUT A √ BY THE <u>TWO</u> CORRECT ANSWERS.  (lines 25-29)

    How may this research be used in the future? It could help us (–).

    ....... i)      trust others more easily

    ....... ii)     find workers we can trust

    ....... iii)    connect robots and people

    ....... iv)     keep public places safe

    ....... v)      build more friendly robots

    ....... vi)     use robots at airports

    (2x9=18 points)